

# Case Conference Committee Report



5385Training School (n/a)

Date of Report: 7/22/2009

Individual Education Program

Evidence of Compliance

Notice of Implementation

**Effective Dates:** 7/21/2009 - 7/21/2010

**File Date:** 7/22/2009

**Student:** 4514Student33, Demo33

**STN:** 4514Demo33

Date of Birth: 1/18/1994

Age: 15

Current Grade: 09

Gender: F

## Guardian Information

Relation: UPDATED TRANSITION IEP

Name: ALL TEXT FIELDS OPEN

Business Phone:

Home Phone:

Mobile Phone:

Address: REFER TO THE ISTART7  
FILE ON IPS ON-LINE FOR  
ADDITIONAL INFORMATION  
ON THE TRANSITION IEP &  
ISTART7. CHECK IT  
OUT....LOTS OF GOOD  
STUFF :)

## Purposes of Case Conference

Transition IEP, Revise IEP

For a revised case conference please document the appropriate reason in this text field;

\*The purpose of this case conference is to correct \_\_\_\_\_ from the case conference held on XX/XX/XX.

\*The purpose of this case conference is to make the following changes \_\_\_\_\_.

## Case Conference Meeting Scheduled

Date: 8/18/2009

Time: 10:00 a.m.

Place: George Washington Community School

## Evaluation Information and Student Data

Strengths of the student:

### CONSIDER:

\*Information relative to where the student is functioning such as; academic, social, behavioral strengths of the student. A majority of this information can be obtained from the classroom teacher. Also consider work study experiences, attendance, communication skills, homework completion, participation in extracurricular activities.

### SAMPLE:

\*\*Tyrone is cooperative in social situations and collaborative groups. He has excellent attendance and respects the directives of his teachers. He completes homework assignments. Tyrone likes music and sings with the school choir. He is also a member of the school basketball team.

\*\*Donta is a hard worker. He can recognize his first name. He is learning to wait until appropriate times for attention.

Response to instructional strategies and research-based interventions:

### CONSIDER:

\*Any instructional strategies and interventions that have been used with the student, including, but not limited to; small group instruction, technology, student learning styles, reading programs, math programs, Daily Reads, Tiered Reading Curriculum, 6 + 1 Writing Traits, Scholastic Reading Inventory (SRI) ISTAR, and any other program that can be measured.

**SAMPLE:**

- \*\*Tyrone comprehends and responds best to information that is presented auditorily with visual reinforcement.
- \*\*Jaylan has participated in the READ 180 reading program for the last two years and has been responsive to the multisensory reading approach.
- \*\*Savannah is beginning to understand the use of voice when writing.
- \*\*John is in the first phase of Tiered Reading and has shown gains in reading comprehension across all content areas.

Progress Monitoring Data:**CONSIDER:**

- \*Data from programs that include on-going assessment data such as; READ 180, Tiered Reading, classroom based assessments, benchmark assessments, predictive assessments.
- \*You can also upload specific program progress monitoring data relevant to instructional strategies and interventions that have been used with the student.

**SAMPLE:**

- \*\*Mica's current IEP progress report indicates that she has mastered her goal related to reading comprehension.
- \*\*A job analysis, based on data sheets, indicates that out of nine tasks, Joseph is able to perform five tasks independently; but still needs cuing for four tasks.

Present level of academic and functional performance:**CONSIDER:**

- \*Summarize any data that has been obtained through the evaluation process, relevant classroom data, discipline referral data, and general education testing.
- \* This section may include; reading, math, written expression, communication, social/emotional behavior, fine and gross motor, self-help/adaptive, health data (medications), and attendance.
- \*\*Baseline performance for any specific area (ie. academic, behavior, social) should be clearly identified.
- \*You may want to organize this section by subject area or domain.
- \*How the student's disability impacts their progress in the general education curriculum.

**SAMPLE:**

- \*\*Jonah's current reading assessment indicates a 4.5 reading level, therefore, making it difficult for him to pass core content area subjects required for graduation.
- \*\*Data shows that Tomika is emergent in learning to become independent. She's relying on staff for cues across environments & needs to learn work system & work schedules to increase her self-reliance & self-management.
- \*\*Sam is currently reading two grade levels behind, which requires a significant amount of support in order to progress in the general education setting.
- \*\*Cheri passed math and language arts portions of ISTEP this year.
- \*\*Tyrone receives B's and C's in his content area classes.
- \*\*Lakiesha takes Concerta 10 mg. 2 times a day.

If you upload a PLOP document, place the following statement in this text box; See uploaded PLOP document.

Reevaluation:

The case conference committee has determined that there is sufficient data to plan appropriately for the student. Therefore, reevaluation is not required at this time for the purposes of considering eligibility or providing additional information regarding the student's special education and related service needs. The public agency must consider reevaluation for each student receiving special education and related services at least once every three (3) years unless the parent and the public agency agree that it is unnecessary. In addition, the public agency must consider reevaluation if the public agency determines at any time during the three (3) year cycle that additional information is needed to address the special education or related services needs of the student, or if the student's parent or teacher requests an evaluation.

**Concerns of the Parent****CONSIDER:**

- \*The parent's hopes, dreams, and goals for their child. Information may be obtained at the case conference or prior to the case conference.

**Eligibility**

Student is eligible for Special Education Services

Primary Disability:      Specific Learning Disability

### **Reasons of eligibility determination:**

#### **CONSIDER:**

\* Describe the reasons for eligibility determination including any other options considered and reasons these options were rejected.

#### **SAMPLE:**

\*\*Tyrone was identified with a learning disability in reading when in the third grade.

\*\*Evaluative data indicates that Tiesha's achievement is significantly below grade level.

\*\*Mike would regress without the academic support and accommodations received through special education.

\*\*Savannah was determined eligible at the initial case conference due to limited progress over a period of time in reading.

### **Special Considerations**

There are language needs related to limited English Proficiency

#### **CONSIDER:**

\*There are considerations regarding the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

\*The LEP student with a disability may require both the general educational program addressing the acquisition of English proficiency as well as those special education and related services addressing the disability needs for the student. The IEP Team must then indicate on the IEP the special education and related services needed that will be provided in a language other than English.

#### **SAMPLE:**

\*\*Manuel has not yet mastered conversational skills in English and still selects Spanish when interacting with peers and teachers when he is excited or angry. IEP goals related to Reading comprehension and vocabulary should be presented in Spanish as well as English. The LEP teacher and special education teacher will need to collaborate on the progress measurement of IEP goals.

The behavior of the student impedes his or her learning or that of others.

Behaviors of Concern:

#### **CONSIDER:**

\* Specific data related to behavior that is interfering with the student's learning, or that of others.

\* Include behaviors described in any discipline reports or behavioral logs.

\* Include qualifiers to help describe levels of severity and intensity (ie. 3 out of 5 days, 75% of the time, during transition times, after lunch, in unstructured settings, in small groups...).

\* Describe any patterns of concerning behavior.

#### **SAMPLE:**

\*\*Jerry does not comply with school rules when he is required to perform tasks he self-identifies as challenging. He "shuts down" when disciplined or when responses to class discussions are not "correct" or acknowledged with verbal praise from the teacher. This behavior occurs in his math class 80% of the time when new content is introduced. Jerry has walked out of class 3 of the last 7 days.

\*\* Sondra demonstrates verbally abusive language to her lunch peers daily.

Factors Affecting Behaviors:

**CONSIDER:**

- \*Forms of data used to identify functions of behavior such as, checklists, questionnaires, behavioral log, surveys, discipline records, interviews.
- \*The function the identified behavior seems to serve for the student. Is it to gain (what), to avoid (what)?
- \*Include evidence of any factors that affect behavior.

**SAMPLE:**

- \*\*Tyrone shuts down when academically frustrated an average of 6 times per week.
- \*\*Parker has 3 episodes a day of inappropriate verbal responses when he feels targeted by an adult.

You will need to go to the bottom of this screen and upload the IPS FBA Summary and Behavior Intervention Plan.

Strategies/Instructional Experiences:**CONSIDER:**

- \*Supports and strategies that address the targeted behavior and that maximize consistency of implementation across people and settings.
- \*Social skills curriculum.
- \*Group counseling.
- \*Daily behavior sheet.
- \*Minutes earned toward phone and TV time based on daily behavior sheet.

**SAMPLE:**

- \*\*Allow Kiesha to speak with the counselor when she feels frustrated rather than becoming overwhelmed.
- \*\*Larry will receive instruction and regular review on using the silent signals in class.
- \*\*Sandra will have a safe place to retreat in the classroom when frustrated.

You will need to go to the bottom of this screen and upload the IPS FBA Summary and Behavior Intervention Plan.

An annual goal designed to address behavioral skill development is included in this IEP.

The Behavior Intervention Plan requires the provision of special education services. (See 'Services and Other Provisions')

The Behavior Intervention Plan requires the provision of related services. (See 'Services and Other Provisions')

**Outcomes**Summary of findings from Age Appropriate Transition**CONSIDER:**

- \*Findings of age-appropriate transition assessments. Discuss what you know about the student, how you know it.
- \*Classes that have specific content for the student's career goals and life skills.
- \*Transition assessments such as; Iowa Transition Assessment (Click on the yellow light bulb to the right on this screen for the link to the Iowa Assessment)REFER TO THE ISTART7 FOLDER ON IPS ON LINE FOR ADDITIONAL TRANSITION ASSESSMENTS.

**SAMPLE:**

- \*\*Based on the Drive Of Your Life assessment completed on XX/XX/XX, Deandre...

Post-Secondary Goals:

Regarding employment after high school, I will...

**SAMPLE:**

- \*\*I will take on part-time employment to help fund college.
- \*\*I will obtain a part-time job to help pay for expenses while at Ivy Tech.
- \*\*I will obtain a job to assist with tuition at college.
- \*\*I will work in the retail industry with supports.

Regarding education and training after high school, I will...

**SAMPLE:**

- \*\*I will enroll at Ivy Tech and will take courses in Early Childhood Development.
- \*\*I will enlist in the US Armed Forces.
- \*\*I will receive job training in the area of my interest and preferences.

Evidence to support the decision that an independent living skill is not applicable...

**CONSIDER:**

\*The skills and knowledge the student needs to direct his or her life at home and in the community.

\*Form; Independent Living Postsecondary Goal IEP Team Decision Assistance Form

**SAMPLE:**

\*\*Based on the form "Independent Living Postsecondary Goal IEP Team Decision Assistance," the case conference committee determined that Donta has sufficient skills for independent living.

Anticipated date of Graduation: 5/15/2012

The student will pursue a high school diploma.

Therefore, the student's academic goals will be the same as non-disabled peers at grade-level or will generally be aligned to grade-level curriculum.

### Participation in Testing Programs

The student will be in high school.

ALGEBRA: Student will participate in End of Course Assessment with accommodations.

LANGUAGE ARTS: Student will participate in End of Course Assessment with accommodations.

BIOLOGY: Student will participate in End of Course Assessment with accommodations.

### Reasons for the determination of participation in testing:

**CONSIDER:**

\*The rationale why the student is assessed with the GQE, End of Course Assessments, or ISTAR.

**SAMPLE:**

\*\*Keisha is on a diploma track, therefore, she participates in the End of Course Assessments.

\*\*Tonisha is on a diploma track & will participate in the GQE retake.

\*\*Jeremy's significant cognitive disability, intensity of instruction, & functional goals justifies assessment in ISTAR.

Plan for participation in district-wide, national or international assessments:

**CONSIDER:**

\*Any assessment beyond the district or state-mandated testing.

**SAMPLE:**

\*\*John will participate in PSAT testing and has been approved for.....

\*\*Tiesha will participate in Benchmark testing with documented accommodations.

\*\*Sam will participate in Predictive testing without accommodations.

### Goals

#### Needs that will be addressed through the IEP Goals:

**CONSIDER:**

\*Each educational need resulting from the student's disability that impacts the students ability to be involved in and make progress in the general education curriculum.

\*The identification of needs drive the selection of goals.

\*There should be a goal that is written to address every need stated in this section. There may be one-to-one correspondence represented, a number of goals may be written to address a single need, or goals may address a composite of needs.

\*Needs may be stated in narrative or list format.

**SAMPLE:**

\*\*Speech; articulation / Behavior; verbal aggression / Academic; reading comprehension

\*\*Kiesha's challenges with reading comprehension greatly impact her performance across content area.

\*\*Tyrone "shuts down" in class when he is academically frustrated. When redirected, he can become verbally aggressive. Tyrone needs to improve his self-advocacy skills through articulating when frustrated versus shutting down and responding inappropriately to adults.

### Goal Title: Self - Management

**Annual Goal Statement:**

Given a daily behavior sheet, with a choice list on it, Tyrone will select one option from the list when frustrated and demonstrate use of it without adult promoting by December 2009.

**The goal has been written to support:**

Employment Skills  
Education / Training Skills

**Method / Instrumentation for Measuring Progress:**

Behavior Tracking Sheet

**Progress Monitoring Design:** Single Point

**Standard(s) / Element(s) Aligned to Goal**

[FN-HS] Demonstrates cooperation: works with others for a common purpose

[FN-8] Demonstrates effort: puts forth personal best to complete a task.

[FN-8] Demonstrates responsibility: is accountable for own actions.

**Parameters to Build Graph**

Initial Value: 6  
on 12/17/2008

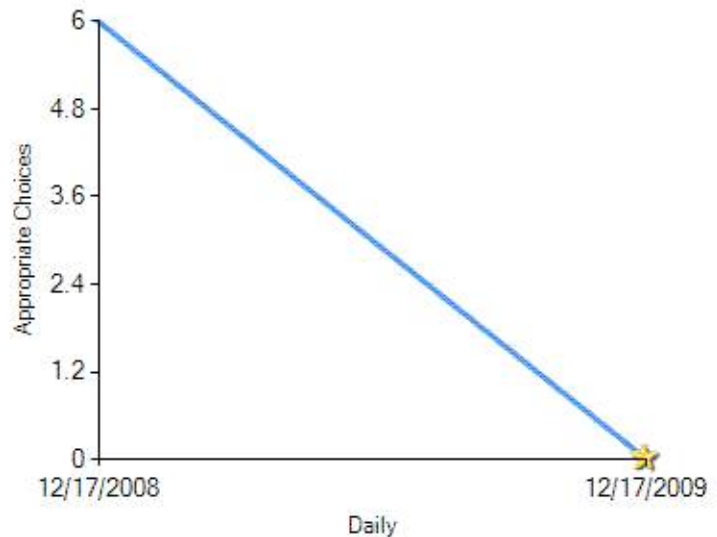
Target Value: 0  
by 12/17/2009

**Frequency of Collection:**

Daily

**Metric:**

Appropriate Choices

**Goal Title: Reading Comprehension****Annual Goal Statement:**

By December of 2009, Kiesha will ask questions about instructions or materials presented to ensure comprehension 10 out of 10 trials as measured by teacher observation and charting.

**The goal has been written to support:**

Employment Skills

**Method / Instrumentation for Measuring Progress:**

Observation and charting.

**Progress Monitoring Design:** Single Point

**Standard(s) / Element(s) Aligned to Goal**

[HS] Uses comprehension strategies for the acquisition of information.

[HS] Utilizes comprehension strategies for the analysis of text.

[F1] Asks questions and makes comments about a story being read.

**Parameters to Build Graph**

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on 12/17/2008

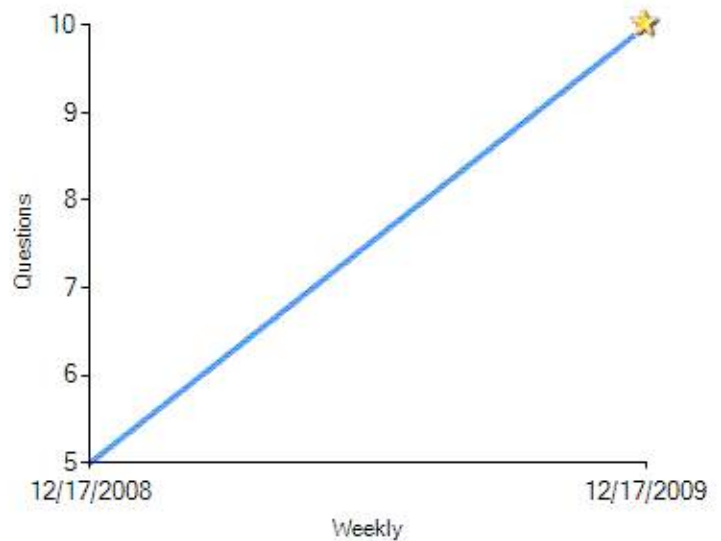
Target Value: 10  
by 12/17/2009

**Frequency of Collection:**

Weekly

**Metric:**

Questions

**Goal Title: Academic Frustration****Annual Goal Statement:**

Given a daily behavior sheet, with a choice list on it, Tyrone will select one option from the list when frustrated and demonstrate use of it without adult prompting by December 2009.

**The goal has been written to support:**

Employment Skills  
Education / Training Skills

**Method / Instrumentation for Measuring Progress:**

Behavior Sheet

**Progress Monitoring Design:** Single Point**Standard(s) / Element(s) Aligned to Goal**

[FN-HS] Demonstrates cooperation: works with others for a common purpose

[FN-8] Demonstrates responsibility: is accountable for own actions.

**Parameters to Build Graph**

Initial Value: 6  
on 12/17/2008

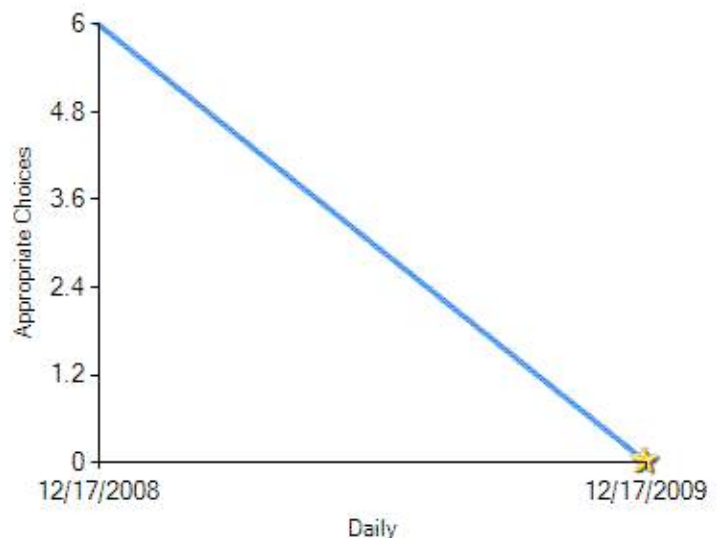
Target Value: 0  
by 12/17/2009

**Frequency of Collection:**

Daily

**Metric:**

Appropriate Choices



## Goal Title: Written Expression

### Annual Goal Statement:

By March 2010, Allison will use graphic organizers to write a three-paragraph essay using correct sequencing of sentences including topic, sentence, supporting sentences, and conclusion without assistance 4/5 times over 2 weeks as measured by writing samples, classroom assignments and quizzes.

### The goal has been written to support:

Education / Training Skills

### Method / Instrumentation for Measuring Progress:

Classroom writing samples, assignments, & quizzes.

### Progress Monitoring Design: Single Point

### Standard(s) / Element(s) Aligned to Goal

[8-HS] Writes with effective supporting details.

[7-HS] Establishes a main idea or topic.

[HS] Synthesize information from multiple sources.

### Parameters to Build Graph

Initial Value: 0

on 3/10/2009

Target Value: 3

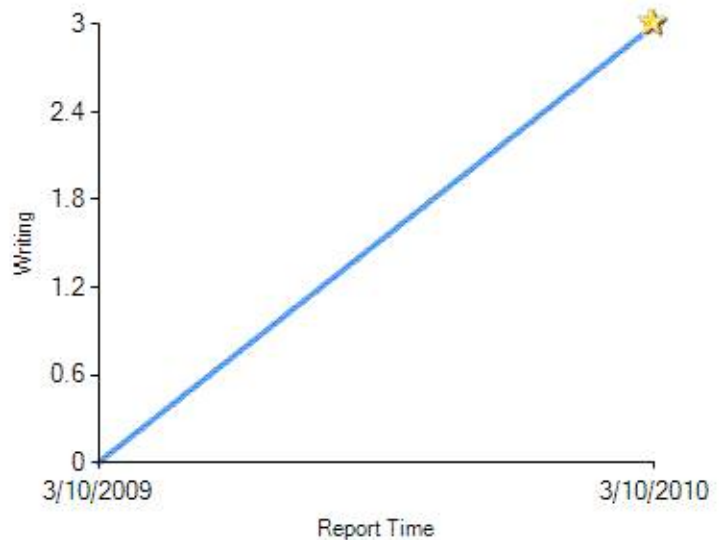
by 3/10/2010

### Frequency of Collection:

Report Time

### Metric:

Writing



## Goal Title: Choices

### Annual Goal Statement:

When given a choice of activities, Sedick will point and label the item/activity following no more than 1 prompt on 3/5 trials as measured by teacher observation and recorded data.

### The goal has been written to support:

Independent Living Skills

### Method / Instrumentation for Measuring Progress:

Teacher observation, data collection.

### Progress Monitoring Design: Single Rubric

### Standard(s) / Element(s) Aligned to Goal

Matches objects and sets

Organizes and classifies information into categories by color or size.



[K-3] Sorts and classifies objects and shapes.

### **Rubric Criteria Selection**

*Introduced:* Element has been introduced.

*Emerging:* In early stages of development.

*Developing:* Progress is evident.

*Ongoing:* In advanced stages of development.

*Demonstrated:* Performed under direction or request.

*Applied:* Used to complete complex tasks or solve problems.

### **Parameters to Build Graph**

Initial Value: Introduced

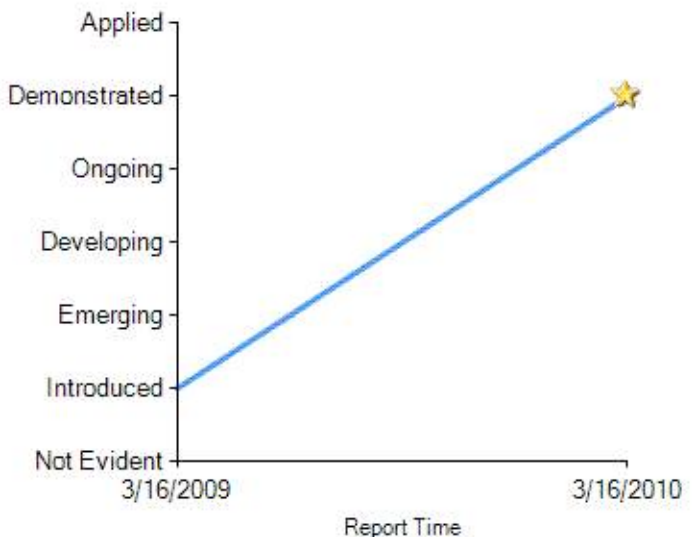
on 3/16/2009

Target Value: Demonstrated

by 3/16/2010

Frequency of Collection:

Report Time



### **Accommodations**

The following accommodations have been selected for state assessment purposes and must be provided on a regular basis:

#### **ALGEBRA:**

- Student is provided extended testing time for each test session (e.g., 50% more time, double time).
- Student has directions read to him or her.
- Questions are read to the student (except those that measure Reading Comprehension).

#### **LANGUAGE ARTS:**

- Student is provided extended testing time for each test session (e.g., 50% more time, double time).
- Student has directions read to him or her.
- Questions are read to the student (except those that measure Reading Comprehension).

#### **BIOLOGY:**

- Student is provided extended testing time for each test session (e.g., 50% more time, double time).
- Student has directions read to him or her.
- Questions are read to the student (except those that measure Reading Comprehension).

Description of additional accommodations that will be provided:

#### **CONSIDER:**

- \*Classroom accommodations that are not limited to those permitted for state testing.
- \*Accommodations that benefit the student in the classroom such as; highlighted text, study guides, note-taking assistance, shortened assignments.
- \*Other areas may include; pacing, environment, subject matter presentation, materials, assignments, self-management, testing adaptations, social interaction, motivation/reinforcement.

#### **SAMPLE:**

\*\*Tyrone benefits from use of high lighted text and will use this accommodation for all core content classes.

\*\*Tieha's assignments will be shortened through consultation by the TOR with the general education teacher.

### Services and other Provisions

#### Transition Services and Activities:

<b>Description</b>	<b>By Whom</b>	<b>Date of Completion</b>	<b>To Support</b>
Career Exploratory Class	Jayln & Counselor	5/20/2010	Employment Skills, Education / Training Skills
Vocational Assessment	Counselor	5/21/2010	Employment Skills, Education / Training Skills
Career Night	Jaylen & Family	4/24/2010	Employment Skills, Education / Training Skills
Juanita will meet with the guidance counselor to obtain all the necessary financial aid and college requirements.	Student	4/10/2010	Education / Training Skills
Review status of BDDS application.	Family	5/13/2010	Independent Living Skills
Davon will participate in the work study program.	Student	12/19/2009	Employment Skills
Destiny will obtain a state ID card.	Family	5/13/2010	Employment Skills, Independent Living Skills
Maria will meet with her guidance counselor to identify college entrance requirements and financial aid.	Maria	4/23/2010	Education / Training Skills
Obtain a work permit.	Student	5/15/2010	Employment Skills
Tyree & his family will complete the application paperwork for Vocational Rehabilitation Services.	Tyree & Family	4/23/2010	Employment Skills, Education / Training Skills
Participation in community based instruction for banking, shopping and travel training.	Staff	5/14/2010	Independent Living Skills

#### Acknowledgement of Adult Services

If the CCC does not feel that a Transition Agency is likely to be providing or paying for services after high school, use the following statement;

Members of the case conference committee do not feel that a transition agency will be proving or paying for services for Deandre after high school.

If appropriate, document the written information presented to the parent regarding available adult services.

#### Special Education Services:

<b>Description</b>	<b>Initiation</b>	<b>Frequency</b>	<b>Length</b>	<b>Duration</b>	<b>Location</b>	<b>To</b>
Behavior Tracking Sheet	5/23/2009	Daily	All classes	5/23/2010	School	Employment Skills, Education / Training Skills
Direct Reading Instruction	5/12/2009	3 times a week	30 minutes	5/12/2010	Resource Room	Employment Skills, Education / Training

Articulation Therapy	5/25/2009	2 times a week	30 minutes	5/25/2010	Speech Room	Skills Employment Skills, Education / Training Skills
Guided Practice	5/25/2009	Daily	43 minutes	5/25/2010	Learning Center	Employment Skills, Education / Training Skills
Content Reinforcement	4/25/2009	Daily	55 minutes	4/25/2010	General Ed. Math Class	Education / Training Skills
Picture Symbols to assist in teaching Keeisha the concept of time	5/24/2009	Daily	20 minutes	5/24/2010	Special Ed Classroom	Independent Living Skills
Daily Written Schedules	5/23/2009	Daily	School Day	5/23/2010	School	Independent Living Skills
DHH Consult to assure the presentation of info. is clear, & that AT is being used correctly.	5/13/2009	1 time a month	30 minutes	5/13/2010	General ed. classroom	Education / Training Skills
Assist with organizing material to take home	7/17/09	Daily	5 minutes	7/17/10	Locker	Education / Training Skills

Related Services:

<u>Description</u>	<u>Initiation</u>	<u>Frequency</u>	<u>Length</u>	<u>Duration</u>	<u>Location</u>	<u>To</u>
Counseling	12/17/08	1 time a week	20 minutes	12/17/09	Service Provider's Office	Employment Skills, Education / Training Skills
OT	12/17/08	Monthly	120 minutes	12/17/09	Integrated	Employment Skills, Education / Training Skills
Curb to Curb	12/17/08	Daily	School Year	12/17/09	Bus	Employment Skills, Education / Training Skills

Transportation: The transit time and the transportation needs are not the same as that of non-disabled peers.

**IF THE STUDENT REQUIRES SPECIAL TRANSPORTATION, THE IPS TRANSPORTATION FORM MUST BE ATTACHED THROUGH THE PAPERCLIP TO THE IEP.**

Health Plan: The student has a medical condition that requires school health services or school nurse.

Description of health service:**CONSIDER:**

\* Health services designed to enable a student with a disability to receive a free, appropriate, public education, such as the administration of medication (if the medication requires being administered by a nurse), suctioning, ventilator support, tube feeding and recommend the level of nursing or assistance by personnel required to ensure the health and safety of the child.

\* The school nurse should be present during the development of the health care plan if school nurse services are to be indicated as a related service.

\* Questions related to "school health services" or "school nurse services" should be directed to the Supervisor

of Nursing and Health Care Services.

\* Emergency Evacuation Plan Instructions (if appropriate) should be provided to address the child's specific medical needs during an emergency. Access to building exits, need for additional staff support and emergency response time by school nurse/local ambulance service should be considered.

Frequency and duration:

**CONSIDER:**

\* How often is the service required and for how long a period will the service be necessary.

\* Record information on the related service tab.

Provided by whom:

**CONSIDER:**

\* Nurse or assistive personnel required to provide the needed service.

An emergency evacuation plan is not on file.

Accessible Materials: The student needs instructional materials to be provided in an accessible format.

The environments, tasks, tools and services related to the provision of accessible instructional materials include:

**CONSIDER:**

\* Accessible formats include, but are not limited to, the following; Braille, Audio, Digital Text, Large Type, Tactile graphics, Video, Captions, Audio descriptions.

Assistive Technology: The student needs assistive technology.

**CONSIDER:**

\* Forms of assistive technology including low tech devices such as: access to a word processing program, FM system, slant board, taped text.

Extended School Year:

It was determined that extended school year services are not necessary in order to provide a free and appropriate education.

Technical Assistance:

Support is necessary to provide public agency personnel with the knowledge and skills necessary to implement the student's individualized education program.

**CONSIDER:**

\* Staff development and training needed to implement the IEP.

**SAMPLE:**

\*\* Verbal De-escalating training will be provided to staff in order to fulfill the behavior intervention plan.

\*\* Training regarding Aspergers and specific traits associated with Tyrone and how it manifests in the classroom.

Program Modifications:

Program modifications are needed to enable the student to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general education curriculum, to participate in extracurricular and other nonacademic activities or to be educated or participate with other students with disabilities nondisabled students.

**CONSIDER:**

\* Staff development and training needed to implement the IEP.

**SAMPLE:**

\*\* Desk needed to accommodate a wheelchair.

\*\* Access to an elevator.

Periodic reports on the student's progress toward goals will be provided:

**SAMPLE:**

\*\* On the same schedule as peers.

\*\* Report card review at the end of the nine week grading period.

**Reasons for provisions and reasons for rejecting other options:**

**CONSIDER:**

\* Describe the rationale for the services and supports that are articulated in the IEP.

**SAMPLE:**

- \*\*Mica has shown that he can be successful with this level of support.
- \*\*Tyrone has demonstrated success across content area with the supports listed in his IEP.
- \*\*Sarah needs small group instruction to acquire skills specific in the IEP.

### Least Restrictive Environment and Program

School of Legal Settlement: George Washington Academy 421 (5643), Indianapolis Public Schools

School of Service: George Washington Academy 421 (5643), Indianapolis Public Schools

Courses of Study focused on improving academic and functional achievement of the student in order to support the attainment of post-secondary goals:

In Indiana, the "course of study" is so tightly connected to the type of diploma, you may list the "type of diploma" the student is pursuing. The course of study would need to be more specifically defined if the student is planning on obtaining a certificate of completion.

IF YOU UPLOAD THE STUDENT'S SCHEDULE, place the following statement in this text box; See the uploaded student schedule.

LRE Placement Category based on Federal Program Types

50: Regular class 80% or more (In a regular class room for 80% or more of the day).

Additional descriptors:

#### CONSIDER:

\*Any additional descriptors of the LRE that can be recorded.

#### SAMPLE:

- \*\*Small group instruction is necessary for Tiesha to acquire skills specific in her IEP.
- \*\*Additional individualized instruction is required to facilitate the direct reading program.
- \*\*Tyrone's behavior significantly impairs his ability to learn in a large group setting.
- \*\*Kija benefits from Co-taught classes in math and english.

Any potentially harmful effects of the services on the student or on the quality of services needed:

#### SAMPLE:

- \*\*There are no harmful effects based on the LRE.
- \*\*Tomika would be victimized if placed in the program for students with behavioral challenges.

### Reasons for placement determination including reasons for rejecting other options:

#### CONSIDER:

\*Discuss any placement category considered, why the LRE was chosen and if other placement categories were considered, why rejected.

#### SAMPLE:

- \*\*Jalyan's teachers and parents agree that this placement challenges Tyrone and permits him to be successful.
- \*\*Resource room is too restrictive in order for Mica to participate in the courses of study necessary for graduation.
- \*\*Regular class does not provide the opportunity for Tyrone to receive direct reading instruction.

### General Considerations

Student will not be able to participate in all educational programs and activities that are made available to nondisabled students.

#### CONSIDER:

\*Non-participation in general education should occur only if the nature and severity of the disability is such that education in the general education classes using supplementary aides and services cannot be satisfactorily achieved.

#### SAMPLE:

- \*\*Tovante's behavior significantly impairs his ability to learn in a large group setting as well as impairing the learning of other students in a large group setting.
- \*\*Additional specialized instruction is required to facilitate the student's learning.
- \*\*Based on individual needs and goals in the student's IEP, the general education curriculum would need to be

completely restructured.

\*\*Behavioral intervention plans, strategies, and/or behavioral goals recommended in the student's IEP require a degree of structure that cannot be implemented in a general education classroom.

Student will not be able to participate in all non-educational and extracurricular activities that are made available to nondisabled students.

**CONSIDER:**

\*Physical limitations, sensory/motor, behavioral challenges, significant cognitive disability, medical conditions that may necessitate non-participation.

**SAMPLE:**

\*\*Tiesha has severe allergies to bees. A medical statement is on file documenting that she is not to participate in outside recess in the Spring.

Student will not participate in the general physical education program that is available to nondisabled students.

**CONSIDER:**

\*Physical limitations, sensory/motor, behavioral challenges, significant cognitive disability medical conditions that may necessitate adaptive p.e. programming.

**SAMPLE:**

\*\*Tyrone requires specially designed physical education due to his physical limitations related to his disability and participates in P.E. with consultation from a Physical Therapist.

Student will not be educated in the school (he/she) would attend if not disabled.

**CONSIDER:**

\*The CCC determined that the placement on the continuum of services would require placement in a school different than the student's boundary school. This does not include AOP Programs, Magnet, and any other programs which are not a CCC decision.

\*Medical and/or physical needs may determine school placement based on nursing services or facility structure.

The length of the instructional day will not be the same as the instructional day for nondisabled peers.

**CONSIDER:**

\*Physical limitations, sensory/motor, behavioral challenges, medical conditions that may necessitate a reduced day.

**SAMPLE:**

\*\*Tyrone's behavior patterns document significant challenges after 11:30, therefore, the CCC has determined that he will only attend school until 11:30. A plan to increase his day can be found in the "Written notes and other relevant factors" section.

## Participants

The following individuals participated in the case conference committee meeting. Those individuals identified as Teacher of Record, General Education Teacher, Public Agency Rep and Instructional Strategist were in attendance for the entire meeting unless parental excusal was obtained before the meeting.

Public Agency Rep	Amy Steele	Compliance Monitor
Student	Demo33 4514Student33	
Teacher of Record	Jill Slavin	
Instructional Strategist	Jill Slavin	
Transition Service Agency Rep	Mr. Woolkin	
General Education Teacher	Ms. Kopeland	English Teacher
Parent	Ms. Taylor	

## Written Notes and Other Relevant Factors

Should it be necessary to revise an existing IEP (with parental agreement), the author should also indicate purpose(s) of the conference that is being revised. Refer to the Purposes of Case Conference section for an example of a revised case conference. The revision may be needed to correct minor errors pertaining to dates, grammar, spelling, etc.

<b>Notice of Implementation</b>
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I have been presented with a copy of the Individual Education Program (IEP) which contains: 1) A description of the action proposed by the public agency; (2) An explanation of why the public agency proposed to take the action; (3) A description of each evaluation, procedure, assessment, record, or report the agency used as a basis for the proposed or refused action; (4) A description of other options that the case conference committee considered and the reasons why those options were rejected; and (5) A description of other factors relevant to the agency's proposal or refusal.

I understand that the public agency is not required to obtain a written parental consent and can implement this IEP ten (10) instructional days after the provision of this notice unless I challenge the proposed action by:

Requesting and participating in a meeting with an official of the public agency who has the authority to facilitate the disagreement between the parent and the public agency regarding the action proposed or refused by the public agency.

Securing an agreement for mediation under 511 IAC 7-45-2.

Requesting a due process hearing under 511 IAC 7-45-3.

I understand that by taking one of these actions to challenge the proposed changes, the public agency must continue to implement the current IEP as opposed to the IEP proposed in this notice pending resolution.

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In the case of an initiation date that is prior to expiration of ten (10) instructional days, I give my consent to implement the IEP.

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Sign

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Date

I understand that a parent of a student with a disability has protection under the procedural safeguards and that I can request a copy of the procedural safeguards at any time. The procedural safeguards document includes a list of resources to contact for assistance in understanding the provisions of Indiana special education rules.